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ABSTRACT

In spring 1982, a study was conducted to evaluate the success of Harford Community College (HCC), Maryland, in assisting students in achieving their educational goals, in preparing for transfer to a four-year college or university, and in career development. A sample of 650 students, selected from the 1,155 students who enrolled at HCC for the first time in 1978, was mailed questionnaires soliciting information on their goals and goal achievement, transfer experiences, employment, and satisfaction with the college. Study results were compared with findings from the 1978 Maryland statewide follow-up and with earlier HCC studies. Study findings, based on a 45% adjusted return rate, included the following: (1) 73% of the respondents achieved their individual goals; (2) 85% of those wishing to transfer had done so, with only 7% dissatisfied with the preparation for transfer they had received at HCC; (3) 71% of the students who wanted full-time employment achieved their goal, and 70% of the employed respondents were in positions related to their community college program; and (4) at least 95% of the respondents reported satisfaction with classroom instruction and the overall quality of HCC. The study suggested needs for research into students' scheduling problems, additional academic advising efforts, a reexamination of HCC's position on career placement, and increased efforts to improve the college's image. The questionnaire is appended. (LL)

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1978 ENTRANT FOLLOW-UP STUDY

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INTRODUCTION

Purpose

In recent years, colleges and universities have felt increasing pressure from government and the general public to be more accountable for their stated educational goals. In part, this pressure has caused a proliferation of evaluative research in higher education. Community colleges, in particular, have been able to use the results of this research as a basis for appropriate change.

The 1978 Follow-up Entrant Study is an example of such research. Conducted at Harford Community College in the Spring of 1982, it was designed to evaluate the extent to which the College was successful in attaining three major goals which are:

1. To assist students in achieving their individual educational goals,
2. To assist students in preparation for transfer to a four-year college or university,
3. To assist students in their career development.

The study will compare the results of Harford's 1978 Entrant Follow-up Study with the 1978 Statewide Follow-up and earlier Harford studies. Results for various subpopulations of the sample (by sex, age, etc.) will be noted when they depart markedly from the total sample.

Research Questions

The data from the Follow-ups are organized to shed light on the following research questions:

- * What were the characteristics of the respondents?
- * What was the current employment status of the entrants?
- * What was the current educational status of the respondents?
- * Why were students no longer at the College?
- * What were the educational goals of the respondents?
- * What were the students' reasons for attending College?
- * Did students achieve their personal goal?
- * How did transfer students fare?
- * How did career students fare?
- * Were students satisfied with the quality of classroom instruction and with the overall quality of the College?

Limitations

The study examines the students' perception of how well the College performs its primary academic functions. While goal achievement, transfer, and employment are central outcomes, they are by no means the only effects of college. Other educational outcomes such as an aesthetic appreciation and cultural awareness were not directly investigated. (See Harford Community College's Self-Study, Pages 3-5.) Also, the study focused solely on the credit student. A similar study, "Continuing Education Survey, Fall 1981," sheds light on the non-credit side of the College.

METHOD

Procedure

The study population consisted of 1,155 HCC students who enrolled for the first time in the Fall of 1978 and who subsequently earned at least three credits. In the Spring of 1982, three and one-half years later, a sample of 650 students were mailed a questionnaire designed by the Maryland Community College Research Group which covered four basic areas: goals and goal achievement, transfer, employment, and student satisfaction (see Appendix A).

Of the 650 surveys sent, 145 were undeliverable which left a field of 505. Of that field, 45 percent--225 individuals--responded. This adjusted response rate of 45 percent was higher than the 37 percent average statewide figure.

TABLE 1
FOLLOW-UP SURVEY OF 1978 ENTRANTS
RESPONDENTS BY COMMUNITY COLLEGE

College	Number of Respondents	Weighted Percent of Total	Adjusted Response Rate
Allegany	315	3.9	52.9
Anne Arundel	271	10.1	45.9
Baltimore	138	5.1	25.1
Catonsville	715	8.9	28.1
Cecil	96	1.2	37.2
Charles	183	6.8	53.4
Chesapeake	231	2.9	58.2
Dundalk	221	2.7	38.2
Essex	286	10.6	42.6
Frederick	278	3.4	47.1
Garratt	86	1.1	36.6
Hagerstown	269	3.3	63.6
Harford	225	7.5	45.4
Howard	170	2.1	42.0
Montgomery	895	17.5	46.4
Prince George's	684	8.5	23.0
Wor-Wic Tech	60	.7	22.6
TOTAL	<u>5,123</u>	<u>100.0</u>	<u>37.0</u>

Response Bias

Although a return of 250-300 was targeted, a sample of 225 or about 20 percent of the population is considered an adequate size to represent roughly 1,000 students. However, response bias may have been introduced from two sources. First, the sample did differ somewhat from the population on several demographic variables. The sample contained more females (68 percent versus 59 percent), more non-minorities (96 percent versus 92 percent), more full-time students (36 percent versus 28 percent), and more transfers (29 percent versus 10 percent) than the Fall 1978 new student population. The breakdown for age and program type (career or transfer) was approximately the same.

Secondly, since the return rate was 45 percent, bias may have been introduced by the non-respondents. A study of the 1972 Entrant Follow-up sample found that non-respondents were less interested in transfer goals, less likely to have transferred, more likely to be employed, and more likely to recommend their program of study (Tschechtelin, 1976). If this study were duplicated for the 1978 Entrant Follow-up, it is likely that similar results would be found.

However, given the above sources of bias, the sample does not depart abruptly from the population under investigation, and extrapolations from sample to population are fairly accurate. And further, since the problems in sampling

are similar for all Follow-ups, comparisons across the 1972, 1974, 1976, and 1978 Follow-ups should be quite valid.

RESULTS

What are the characteristics of the respondents?

While enrolled at Harford, the typical respondent was female (68 percent), white (95 percent), 28 years of age on the average (40 percent under 20), and part-time (64 percent). The typical student had earned 31 credits on the average (40 percent 15 or under and 25 percent 60 or over), and had a composite grade point average of 3.12. The typical respondent did not earn a degree or certificate (75 percent). See Table 2 for a more detailed description.

Harford students in general fared better than the state as a whole. A greater percentage received a degree or certificate (25 percent versus 17 percent), earned more credits (31 versus 27 on the average), and received higher grades (3.12 GPA versus 2.51 GPA on the average). However, Harford's non-punitive grade point system tends to inflate grade point averages.

TABLE 2
FOLLOW-UP SURVEY OF 1978 ENTRANTS
CHARACTERISTICS OF ENTRANTS

Characteristic	<u>State</u>		<u>College</u>	
	Number	Percent	Number	Percent
Program Type at Exit				
Transfer			113	50%
Career			112	50%
Highest Degree Earned				
AA	1,220	15%	54	24%
Certificate	134	2%	2	1%
None	6,558	83%	169	75%
Sex				
Male	2,906	36%	71	32%
Female	5,135	64%	153	68%
Race				
Minority	1,182	15%	9	4%
Non-Minority	6,541	85%	215	96%
Attendance Status				
Part-Time	4,574	59%	144	64%
Full-Time	3,138	41%	80	36%
Credits Earned				
Average		27		30.9
0-15	3,783	47%	90	40%
16-30	1,259	16%	39	17%
31-45	791	10%	23	10%
46-60	795	10%	16	7%
60-over	1,438	18%	57	25%
Cumulative Grade Point				
Average		2.51		3.12
0-2.99	4,643	57%	81	36%
3.00-over	3,418	43%	144	64%
Age				
Average		28		28
15-19	4,025	50%	91	40%
20-29	1,698	21%	56	25%
30-39	1,092	14%	36	16%
40-over	1,225	15%	42	19%

What was the current employment status of the entrants?

Three and one-half years after admission to Harford 84 percent were employed with one-fourth employed part-time and over one-half full-time. Of the 16 percent unemployed, 6 percent were seeking work. Of those employed full-time, 58 percent had the same job they had while attending school.

TABLE 3
FOLLOW-UP SURVEY OF 1978 ENTRANTS
EMPLOYMENT STATUS OF STUDENTS

	Statewide		College	
	Number	Percent	Number	Percent
Employed part-time	1,765	22%	57	26%
Employed full-time	4,281	53%	126	58%
Seeking work	574	7%	13	6%
Not seeking work	967	13%	22	10%
TOTAL	<u>7,587</u>	<u>100%</u>	<u>218</u>	<u>100%</u>

TABLE 4
FOLLOW-UP SURVEY OF 1978 ENTRANTS
DID FULL-TIME EMPLOYED STUDENTS HAVE SAME JOB
WHILE IN COLLEGE?

	Statewide		College	
	Number	Percent	Number	Percent
Yes	2,206	54%	69	58%
No	<u>1,899</u>	<u>46%</u>	<u>50</u>	<u>42%</u>
TOTAL	<u>4,105</u>	<u>100%</u>	<u>119</u>	<u>100%</u>

Thirty-five percent of these students had positions directly related to their community college program with 35 percent somewhat and 30 percent not related. HCC's results approximate statewide figures.

TABLE 5
FOLLOW-UP SURVEY OF 1978 ENTRANTS
AMONG FULL-TIME EMPLOYED,
WAS COMMUNITY COLLEGE PROGRAM RELATED TO JOB?

	Statewide		College	
	Number	Percent	Number	Percent
Directly related	1,428	34%	42	35%
Somewhat related	1,360	33%	42	35%
Not related	1,381	33%	37	30%
TOTAL	4,169	100%	121	100%

Fifty percent were employed in Harford County with 31 percent in another Maryland county and 11 percent in Baltimore City. Only 8 percent were employed out of state.

TABLE 6
FOLLOW-UP SURVEY OF 1978 ENTRANTS
AMONG THOSE EMPLOYED FULL-TIME,
WHAT IS LOCATION OF PRESENT JOB?

	Statewide		College	
	Number	Percent	Number	Percent
Same county				
as community college	2,164	52%	59	50%
Other Maryland county	770	19%	37	31%
Baltimore City	506	12%	13	11%
Washington, DC	385	9%	2	2%
Delaware	13	0%	1	
Pennsylvania	55	1%	3	3%
Virginia	99	2%	0	
West Virginia	24	1%	0	
Other state	114	3%	4	3%
TOTAL	4,130	100%	119	100%

What was the current educational status of the respondents?

Three and one-half years after enrolling at HCC, 24 percent had earned Associate Degrees and 1 percent had earned Certificates; 75 percent had not earned a degree. However, 46 students that did not earn a degree are still attending. Adjusting the above figures to account for these students changes the achievement rates to 30 percent AA, 1 percent Certificate, and 69 percent no degree.

TABLE 7
FOLLOW-UP SURVEY OF 1978 ENTRANTS
HOW MANY STUDENTS HAVE EARNED DEGREES SINCE 1978?

	Statewide		College	
	Number	Percent	Number	Percent
Associate degree	1,220	15%	54	24%
Certificate	134	2%	2	1%
No degree	<u>6,558</u>	<u>83%</u>	<u>169</u>	<u>75%</u>
TOTAL	<u>7,912</u>	<u>100%</u>	<u>225</u>	<u>100%</u>

Sixty-four of the respondents or 29 percent transferred to another school. Thirty-nine students transferred with AA degrees while 22--36 percent--transferred without an AA. Over one-half of the transfer students go to public institutions with 31 percent to Maryland public state colleges, 19 percent to the University of Maryland, and 6 percent to other Maryland community colleges. Maryland private institutions capture 19 percent with 18 percent going to four-year private institutions and 1 percent to technical/commercial schools. Twenty-five percent transfer to institutions out of state.

TABLE 8
FOLLOW-UP SURVEY OF 1978 ENTRANTS
TO WHICH COLLEGES DID STUDENTS TRANSFER?

	Statewide		College	
	Number	Percent	Number	Percent
Other Maryland community College	201	8%	4	6%
Maryland public state college	538	22%	21	31%
University of Maryland	704	29%	13	19%
Maryland four-year private	251	10%	12	18%
Maryland two-year private	19	1%	0	0%
Maryland technical/commercial	98	4%	1	1%
Non-Maryland four-year public	284	12%	5	8%
Non-Maryland four-year private	185	8%	6	9%
Non-Maryland other	145	6%	5	8%
TOTAL	<u>2,425</u>	<u>100%</u>	<u>67</u>	<u>100%</u>

Forty percent of the transfer students were attending school on a part-time basis while 60 percent attend full-time. The Harford transfer group tends to be more part-time than the State transfer group.

TABLE 9
FOLLOW-UP SURVEY OF 1978 ENTRANTS
ENROLLMENT STATUS AT TRANSFER INSTITUTION

	Statewide		College	
	Number	Percent	Number	Percent
Part-time	638	27%	26	40%
Full-time	<u>1,762</u>	<u>73%</u>	<u>39</u>	<u>60%</u>
TOTAL	<u>2,400</u>	<u>100%</u>	<u>65</u>	<u>100%</u>

Fifty-five percent of the students are enrolled in programs directly related to their community college program with 26 percent somewhat and 19 percent not related. These figures approximate statewide results and earlier Harford follow-ups.

TABLE 10
FOLLOW-UP SURVEY OF 1978 ENTRANTS
WAS THE STUDENT'S TRANSFER PROGRAM RELATED
TO THE COMMUNITY COLLEGE PROGRAM?

	Statewide		College	
	Number	Percent	Number	Percent
Directly related	1,080	46%	36	55%
Somewhat related	852	36%	17	26%
Not related	<u>441</u>	<u>19%</u>	<u>12</u>	<u>19%</u>
TOTAL	<u>2,373</u>	<u>100%</u>	<u>65</u>	<u>100%</u>

Why were students no longer at the College?

Students who were no longer attending the College were given a list of some academic, employment, financial, and personal reasons why a student might leave college. Students were then instructed to check as many reasons as applied to their situation.

Fifty-nine percent of the reasons checked were academic with 22 percent employment, 4 percent financial, and 15 percent personal. Included within the group of responses labeled academic, 17 percent checked achieved goal and 13 percent checked transferred.

Thirty-eight percent of the responses were reasons related to College policies and practices. Of these, "scheduling conflict between job and studies" leads with 21 percent followed by "courses not available" (9 percent), "financial aid not sufficient" (3 percent), "dissatisfied with quality of teaching" (2 percent), "dissatisfied with program" (1 percent), "courses too difficult" (1 percent), and "college too expensive" (1 percent).

TABLE 11
FOLLOW-UP SURVEY OF 1978 ENTRANTS
MOST IMPORTANT REASONS FOR LEAVING COLLEGE BEFORE GRADUATING?

	Statewide		College	
	*Number	Percent	*Number	Percent
Achieved goal	705	18%	29	17%
Changed goal	221	6%	12	7%
Scheduling conflict between job and studies	757	19%	36	21%
Military	41	1%	2	1%
Courses not available	296	8%	15	9%
Dissatisfied with program	96	3%	1	1%
Unsure of major	237	6%	15	9%
Courses too difficult	58	2%	1	1%
Dissatisfied with quality of teaching	132	3%	4	2%
Transferred	593	15%	22	13%
Financial aid not sufficient	139	4%	5	3%
College too expensive	48	1%	2	1%
Personal/marriage	577	15%	25	15%
TOTAL	3,900	100%	169	100%

*Responses, not students

Students were also asked to rate these reasons as first, second, and third in importance. Reasons given frequently as first choices also tend to have frequent responses as second and third choices and conversely for low choice reasons. The following table details these choices.

TABLE 12
FOLLOW-UP SURVEY OF 1978 ENTRANTS
REASONS FOR LEAVING COLLEGE

Reason	First Choice		Second Choice		Third Choice	
	Number	Percent	Number	Percent	Number	Percent
Achieved educational goal	20	22%	7	11%	2	2%
Scheduling conflict between job and studies	20	22%	12	19%	6	14%
Personal/marriage	15	17%	6	9%	10	23%
Transferred	12	13%	7	11%	2	5%
Changed educational goal	7	8%	7	11%	5	12%
Program or courses not available at this college	7	8%	9	14%	7	16%
Dissatisfied with quality of teaching	4	4%	1	2%	2	5%
Unsure about my choice of major	2	2%	6	9%	7	16%
Financial aid was not sufficient	2	2%	4	5%		
Went into military service	1	1%	1	2%		
This college was too expensive	1	1%	1	2%	2	5%
Dissatisfaction with program			3	5%	1	2%
Found courses too difficult			1	2%		

Student Goals and Achievement

What were the educational goals of the respondents?

Approximately one-third of HCC's 1978 entrants enrolled in courses without any expectation of receiving a degree or certificate. Sixty percent hoped to earn an associate degree and ten percent were certificate bound. Compared to the State as a whole, HCC students tend to be more degree oriented.

TABLE 13
FOLLOW-UP SURVEY OF 1978 ENTRANTS
WHAT WAS THE ACADEMIC GOAL OF THE STUDENTS WHEN THEY ENTERED?

	Statewide		College	
	Number	Percent	Number	Percent
Take courses only	2,713	36%	66	31%
Certificate	715	9%	22	10%
Associate degree	<u>4,119</u>	<u>55%</u>	<u>123</u>	<u>59%</u>
TOTAL	<u>7,547</u>	<u>100%</u>	<u>211</u>	<u>100%</u>

What were the students' reasons for attending College?

Fifteen percent reported attending the College to explore a new career or academic area. Thirty-four percent attended for career reasons solely with 22 percent in preparation for immediate entry into a career and 12 percent to update skills for a job currently held. Twenty-nine percent attended in preparation for college transfer and nineteen percent attended for personal interest and self-enrichment. The results from the College's 1978 entrants approximate both the statewide 1978 and HCC's 1974 and 1976 entrants' results for all categories.

TABLE 14
FOLLOW-UP SURVEY OF 1978 ENTRANTS
REASON FOR ATTENDING COMMUNITY COLLEGE?

	1978 Statewide		1978 College		College	
	Number	Percent	Number	Percent	1974 N=456 Percent	1976 N=432 Percent
Explore new field	1,154	16%	32	15%	14%	19%
Prepare for career	1,460	20%	46	22%	20%	21%
Prepare for transfer	2,329	31%	61	29%	31%	31%
Update job skills	903	12%	25	12%	12%	11%
Interest and self-enrichment	1,398	19%	40	19%	20%	16%
Other	188	3%	6	3%	4%	2%
TOTAL	7,432	100%	210	100%	100%	100%

Did students achieve their personal goal?

Results indicate a high degree of goal attainment. Of the respondents that were no longer attending the College, more than two-thirds reported having met their personal goal. Specifically, 73 percent achieved and 27 percent did not achieve their personal goal.

These results indicate a continuation of a trend of greater goal achievement. The Number of students that achieved their goal has increased 13 percent since the 1972 Entrant Follow-up with 60 percent in 1972, 63 percent in 1974, and 67 percent in 1976 having achieved their goal. For 1978, Harford's results also surpass the Statewide figures by over 10 percent.

TABLE 15
FOLLOW-UP SURVEY OF 1978 ENTRANTS
WAS PERSONAL GOAL ACHIEVED?

	1978 Statewide		1978 College*		College		
	Number	Percent	Number	Percent	1972 N=200 Percent	1974 N=215 Percent	1976 N=372 Percent
Yes	3,790	62%	127	73%	60%	63%	67%
No	2,351	38%	48	27%	40%	37%	33%
TOTAL	6,141	100%	175	100%	100%	100%	100%

*46 students are still attending

When the overall goal is broken down into discrete goal categories, it also yields a high degree of success, but the success rates vary from a low of 50 percent to a high of 85 percent.

Meeting with lower than the overall success rate of 73 percent were exploration of a new career or academic area (50 percent), preparation for immediate entry into a career (68 percent), and self-interest and enrichment (71 percent). Items above the mean included preparation for transfer (85 percent overall and 92 percent for 19 and under) and update skills for a job currently held (78 percent). Harford's results are clearly better than the State as a whole for all major categories.

TABLE 16
FOLLOW-UP SURVEY OF 1978 ENTRANTS
STUDENT REPORT OF GOAL ACHIEVEMENT

Goals	Statewide Goal Achieved			College Goal Achieved		
	Yes (%)	No (%)	Total	Yes (%)	No (%)	Total
Explore new career or academic area	44%	56%	(663)	50%	50%	(24)
Preparation for immediate entry into a career	61%	39%	(947)	68%	32%	(38)
Preparation for transfer to a four-year institution	73%	27%	(1,545)	85%	15%	(47)
Update skills for a job currently held	63%	37%	(575)	78%	22%	(23)
Interest and enrichment	63%	37%	(983)	71%	29%	(28)
Other	<u>73%</u>	<u>27%</u>	<u>(123)</u>	<u>66%</u>	<u>33%</u>	<u>(3)</u>
TOTAL	<u>64%</u>	<u>36%</u>	<u>(4,836)</u>	<u>74%</u>	<u>26%</u>	<u>(163)</u>

Students were also asked if they had hoped to earn an AA degree or a Certificate. One hundred twenty-three students hoped to earn an AA degree. From this group 39 students were still attending. Of the 84 students who had left the College, 48 or 57 percent of the students had earned their degree. (The achievement rate for students aged 19 or under was very high at 71 percent.) The overall AA achievement rate is almost 20 percentage points higher than the statewide average and shows improvement over the 1972 Entrant (48 percent) and 1974 Entrant (45 percent) Follow-ups. (The data for this item was invalid for 1976.)

Twenty-two students hoped to earn a Certificate. From this group only 2 students or 9 percent actually earned a degree. This completion rate is much lower than the state as a whole; however, since the number of students in this category at Harford is so small, percentage comparisons are not very meaningful.

TABLE 17
FOLLOW-UP SURVEY OF 1978 ENTRANTS
STUDENT ACHIEVEMENT RATES FOR AA DEGREE AND CERTIFICATE

Goal	Statewide			College		
	Number	Percent	Total	Number	Percent	Total
Certificate	134	19%	(715)	2	9%	(22)
AA	998	38%	(2,625)	48	57%	(84)

The results reported above for both degree and goal achievement are for the total sample population. If we examine the data for males and females separately some discrepancies can be noted.

Females who wanted an AA degree succeeded 66 percent of the time compared to 41 percent for males; however, transfer success rates were equivalent. Conversely, males who wanted employment succeeded 95 percent of the time compared to 58 percent for females.

Transfer Respondents

How did transfer students fare?

The survey indicated a high degree of success for transfer students as revealed by the responses on several items.

Almost one-third of the respondents reported transfer to a four-year institution as their primary educational goal. Of the students who were no longer enrolled, 84 percent (38 out of 45) achieved their goal. Students 19 or under transferred at a 92 percent rate. These figures continue a positive trend showing improvements over the 1972 Follow-Up (62 percent) and the 1974 Follow-Up (81 percent). (Data for 1976 was invalid.)

Further, students report a high degree of satisfaction with the preparation for transfer they received at the College. Only 7 percent were unsatisfied, with 25 percent extremely satisfied and 68 percent satisfied.

These results approximate Statewide figures and show improvements over the previous follow-ups.

TABLE 18
FOLLOW-UP SURVEY OF 1978 ENTRANTS
HOW SATISFIED WERE STUDENTS
WITH THEIR PREPARATION FOR TRANSFER?

	<u>1978 Statewide</u>		<u>1978 College</u>		<u>College</u>		
					<u>1972</u> <u>N=132</u>	<u>1974</u> <u>N=145</u>	<u>1976</u> <u>N=183</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>	<u>Percent</u>
Extremely satisfied	661	29%	15	25%	23%	26%	29%
Satisfied	1,397	62%	40	68%	69%	63%	61%
Unsatisfied	<u>202</u>	<u>9%</u>	<u>4</u>	<u>7%</u>	<u>9%</u>	<u>12%</u>	<u>11%</u>
TOTAL	<u>2,260</u>	<u>100%</u>	<u>59</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>

More objective indicators than self-reported information from students substantiates these responses. Almost all Harford students were able to transfer all their credits. Eighty-five percent lost no credits and 6 percent lost fewer than three credits. No student lost more than 12 credits.

Of the 10 students who lost some credit, none lost credits because of grades, four lost credits due to the student changing programs, four lost credits because they had earned more than 64 credits, and two lost credits for other reasons.

Harford's results are considerably better than the State as a whole and show a marked improvement over previous follow-ups.

TABLE 19
FOLLOW-UP SURVEY OF 1978 ENTRANTS
HOW MANY CREDIT HOURS WERE LOST IN THE TRANSFER PROCESS?

Credit Hours Lost	1978 Statewide		1978 College		College		
					1972 N=125	1974 N=135	1976 N=138
	Number	Percent	Number	Percent	Percent	Percent	Percent
No credit hours lost	1,893	78%	57	85%	65%	58%	69%
1-3	160	7%	4	6%	14%	16%	26%
4-6	120	5%	4	6%	9%	13%	22%
7-12	134	5%	2	3%	7%	10%	11%
13-20	58	2%	0		4%	2%	3%
21+	60	3%	0		1%	1%	7%
TOTAL	2,425	100%	67	100%	100%		

Average credit hours lost: 2.3

Did not transfer: 5.642

Students' grade point averages at their transfer institutions also speak well of the College. Over two-thirds of the students earned a 3.00 or better grade point average. One-third earned averages over 3.50. Only 7 percent were below 2.49.

These averages are considerably better than Statewide figures and show substantial gains from the 1972 and 1974 studies.

Information gleaned from the enrollment information system at the University of Maryland for all Harford transfer students also indicates good results. The latest data available (Spring, 1982) shows that of the 77 students enrolled, almost 95 percent either graduated or are in good academic standing. The composite GPA was 2.66--lower than the sample which covers all schols, but higher than previous figures for the University of Maryland. (Source: MSBCC)

TABLE 20
FOLLOW-UP SURVEY OF 1978 ENTRANTS
WHAT WAS THE GRADE POINT AVERAGE OF STUDENTS
AT THE TRANSFER COLLEGE?

	1978 Statewide		1978 College		College		
					1972 N=129	1974 N=144	1976 N=144
	Number	Percent	Number	Percent	Percent	Percent	Percent
Below 1.99	72	3%	1	2%	2%	4%	2%
2.00 - 2.49	321	14%	3	5%	11%	11%	8%
2.50 - 2.99	637	28%	12	20%	27%	24%	29%
3.00 - 3.49	744	33%	24	40%	42%	36%	37%
Above 3.50	<u>507</u>	<u>22%</u>	<u>20</u>	<u>33%</u>	<u>18%</u>	<u>25%</u>	<u>24%</u>
TOTAL	<u>2,281</u>	<u>100%</u>	<u>60</u>	<u>100%</u>			
Did not transfer:	5,642		165				

Career Students

How did career students fare?

Seventy-one percent of those students who wanted full-time employment achieved their goal. As noted earlier, the success rate for men was much higher than it was for women.

If we look at more specific ways in which the College might have aided career students, the results vary. The College program helped increase theoretical understanding and job skills for about four-fifths of the respondents. These figures are about ten percentage points higher than the statewide figures but are lower than those in previous HCC Follow-ups.

To a lesser degree, the College program helped students obtain jobs (39 percent) and get promotions (30 percent). (Of course, over 50 percent of these students already had a job.) These figures are comparable to state figures but show some slippage from earlier HCC Follow-ups. Given the prevailing economic condition of the country, a decrease here is not surprising.

TABLE 21
FOLLOW-UP SURVEY OF 1978 ENTRANTS
HOW DID PROGRAM HELP CAREER DEVELOPMENT?

	<u>1978 Statewide</u>		<u>1978 College</u>		<u>1972 College</u>		<u>1974 College</u>		<u>1976 College</u>	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<u>Program Increased</u>										
<u>Theoretical</u>										
<u>Understanding</u>										
Yes	2,195	74%	66	83%	73	88%	61	94%	139	73%
No	775	26%	14	17%	—	—	—	—	—	—
TOTAL	2,970	100%	80	100%						
<u>Program Increased</u>										
<u>Job Skills</u>										
Yes	2,181	70%	69	80%	63	77%	59	89%	133	68%
No	933	30%	17	20%	—	—	—	—	—	—
TOTAL	3,114	100%	86	100%						
<u>Program Helped</u>										
<u>Obtain Job</u>										
Yes	1,027	33%	33	39%	34	42%	35	57%	74	39%
No	2,045	67%	52	61%	—	—	—	—	—	—
TOTAL	3,072	100%	85	100%						
<u>Program Helped</u>										
<u>Get Promotion</u>										
Yes	964	32%	25	30%	17	21%	28	45%	52	28%
No	2,004	68%	59	70%	—	—	—	—	—	—
TOTAL	2,968	100%	84	100%						

Overall Satisfaction

Were students satisfied with the quality of classroom instruction and with the quality of the College?

The results indicate a very high degree of satisfaction with classroom instruction and overall quality of the College. Sixty-seven percent were satisfied and 28 percent were extremely satisfied with instruction. Sixty-seven percent were satisfied and 30 percent were extremely satisfied with the College overall. Five percent or less were not satisfied in either category.

Harford's results are consistent with Statewide figures. Institutional research studies also indicate a very high degree of satisfaction with non-credit courses. (See Continuing Education Survey, Fall 1981.)

TABLE 22
FOLLOW-UP SURVEY OF 1978 ENTRANTS
WERE THE STUDENTS SATISFIED WITH THEIR PROGRAM
AND THE COMMUNITY COLLEGE?

	Statewide		College	
	Number	Percent	Number	Percent
<u>Classroom Instruction</u>				
Extremely satisfied	2,547	33%	62	28%
Satisfied	4,802	62%	150	67%
Unsatisfied	<u>436</u>	<u>6%</u>	<u>11</u>	<u>5%</u>
TOTAL	<u>7,785</u>	<u>100%</u>	<u>223</u>	<u>100%</u>
<u>College</u>				
Extremely satisfied	2,686	35%	68	30%
Satisfied	4,845	62%	150	67%
Unsatisfied	<u>258</u>	<u>3%</u>	<u>6</u>	<u>3%</u>
TOTAL	<u>7,789</u>	<u>100%</u>	<u>224</u>	<u>100%</u>

SUMMARY

This study is a part of a continuing effort to follow up HCC students. Its primary purpose is to evaluate the extent to which the College assisted students in their educational goals, their preparation for transfer, and their career development. The study compares the results of Harford's 1978 Entrant Follow-up with the 1978 Statewide Follow-up and with earlier Harford studies.

The report examines survey responses of students three and one-half years after they first entered the College in the Fall of 1978. The response rate among those who received the questionnaire was 45 percent. The sample consisted of 225 students.

Research questions were directed toward four main areas: goal achievement, transfer, career development, and satisfaction.

Goal Achievement

Results indicate a high degree of goal attainment. Overall, 73 percent reported having achieved their goal. The highest rate of goal achievement was found among students seeking transfer (85 percent) and among students seeking to update skills for a job currently held (78 percent). Students seeking to explore a new career or academic area (50 percent) and wanting an AA degree (57 percent) met with the lowest achievement rate. Other figures include preparation for immediate entry into a career (68 percent) and self-interest and enrichment (71 percent). Achievement rates show improvement over previous Harford follow-ups and are better than the 1978 Statewide results.

Transfer

Eighty-five percent of the respondents whose goal was transfer had transferred (92 percent of those 19 or under). Among all respondents, regardless of their goal, 29 percent transferred to other schools with over half going to Maryland public institutions, one-fifth to Maryland private institutions, and one-fourth out of state. Sixty percent of these students were attending full-time. Eighty-one percent of the transfers were in programs related to their community college major, 85 percent lost no credits in transferring, and 73 percent had earned grade point averages of 3.00 or better. Ninety-three percent were satisfied with their community college preparation for transfer. In general, transfer data indicates marked improvement over previous College follow-ups and higher figures than that found in the state as a whole.

Career Development

Seventy-one percent of those students who wanted full-time employment achieved their goal. Overall, 84 percent of the respondents were employed with one-fourth employed part-time and over one-half full-time. Seventy percent were employed in positions related to their community college program. Fifty percent were employed in Harford County, 31 percent in another Maryland county, 11 percent in Baltimore City, and 8 percent out of state. About four-fifths of the students reported that their education had been helpful in increasing their

theoretical understanding and in increasing their job skills. This figure is 10 percentage points higher than that in the state as a whole, but lower than previous HCC follow-ups.

Student Satisfaction

Ninety-five percent or more of the respondents reported satisfaction with classroom instruction and with the overall quality of the College.

IMPLICATIONS

Advising Roles

Three segments of the College are primarily responsible for advising students. Student services provides admissions and records advising. The counseling staff handles student problems in career, personal, and academic areas. And finally, the teaching faculty, through a system of subject area academic advisors, gives course-related advice.

Several implications of the 1978 Entrant Follow-up relate to advising roles.

The first implication, although really a scheduling problem, is included here because the counseling department is the primary recipient of complaints about scheduling problems.

Of the total responses for leaving college, "scheduling conflict between job and studies" formed 22 percent. Obviously, this finding has implication for scheduling although the College can never accommodate everyone. Therefore, it may prove fruitful to better define exactly what types of scheduling problems students are experiencing so that if indicated the College can take appropriate steps.

Secondly, nine percent cited "confusion about major" as the reason why they were no longer attending. Since many community college students are often characterized as unrealistic and/or confused about academic goals, this result was expected.

Even though Student Services and the Counseling Department are taking some measures to identify students that need considerable help with academic/career planning. Nevertheless, it is important to ask whether additional advising efforts could reduce the number of students confused about academic goals. The fact that several goal questions will now be asked on the admissions form should greatly facilitate the identification of students that may need help in this regard.

The third implication stems from the finding that only about one-third of the College's career-oriented students reported that their academic program helped them get a job and/or get a promotion. Although these figures are comparable to statewide figures, they do show some slippage from earlier HCC follow-ups.

The College's present position concerning career placement is that this role should be delegated to the teaching faculty, the career resource center, and the co-op placement program. In the light of the above finding, it may be appropriate for the College to re-examine its position on career placement.

The fourth implication stems from the finding that among the achievement rates for educational goals the lowest rate concerned the exploration of a new career or academic area. Successful exploration experiences may result in the student taking a considerable number of credits at the College.

Presently, students who are identified as exploring by curriculum choice (general studies or arts and sciences exploratory) and/or by self-discipline, are referred to the counseling staff by student services. Nevertheless, it is important to ask whether additional counseling efforts would increase the number of students reporting successful career or academic exploration. Information concerning student goals now included in the admissions file will be valuable in this regard.

College Image

The College, like many community colleges, suffers from the image held by some sectors of the community that the institution is an extended high school of only fair quality and that, therefore, the transfer-bound student will be at a disadvantage when entering a four-year institution.

The results of the follow-up and data from other sources clearly indicates that the HCC transfer student is quite successful. It is therefore appropriate that the College augment its present efforts to communicate student achievement data to all groups that may perceive the College inappropriately.

The College's image is also damaged by the belief that since only a small percentage of its students graduate, students are, by and large, not achieving their educational goals.

The results of the survey clearly indicate that if achievement is measured in relationship to stated educational goals--not by degree completion rates--the percentage of students reporting success is quite high. It is therefore recommended that the public be made continually aware of the multi-faceted dimensions of the College and that success rates be shared on the basis of stated educational goals, not just degree completion rates.

Finally, some sectors of the public have equated the low tuition cost of the College with low quality although the College spends as much or more per student as other institutions of higher education. Some prospective students may feel, therefore, that if they enrolled at Harford they would not be satisfied.

Results of this and other surveys indicate that students overwhelmingly are quite satisfied with both classroom instruction and the College as a whole. It is therefore appropriate to continue to publicize Harford's high rates of reported student satisfaction.

APPENDIX A

MARYLAND COMMUNITY COLLEGES STUDENT FOLLOW-UP QUESTIONNAIRE

FIRST-TIME STUDENTS, FALL 1978

The purpose of this questionnaire is to help your community college and the State Board for Community Colleges assess and improve their programs. Please complete it promptly (even if you took only one or two courses) and return in the envelope provided. All answers will be strictly confidential. Thank you for your assistance.

A. Please check what you hoped to achieve at this community college.

- 37 ☐ 1. Take courses without working toward a degree or certificate
☐ 2. Certificate
☐ 3. Associate degree

B. Please check the one statement which most closely corresponds to your primary reason for attending this college.

- 38 ☐ 1. Exploration of new career or academic areas
☐ 2. Preparation for immediate entry into a career
☐ 3. Preparation for transfer to a four-year institution
☐ 4. Update skills for a job currently held
☐ 5. Interest and self-enrichment
☐ 6. Other (specify) _____

C. Was your goal (indicated in item B) achieved by the time you left this community college?

- 39 ☐ 1. Yes
☐ 2. No
☐ 3. Still attending this community college

D. Did you attend this community college primarily on a part-time or full-time basis?

- 40 ☐ 1. Part-time (11 credits or less per term)
☐ 2. Full-time (12 credits or more per term)

E. How satisfied were you with the quality of classroom instruction in your program of study? (check one)

- 41 ☐ 1. Extremely satisfied
☐ 2. Satisfied
☐ 3. Unsatisfied

F. How satisfied were you with the overall quality of this community college? (check one)

- 42 ☐ 1. Extremely satisfied
☐ 2. Satisfied
☐ 3. Unsatisfied

G. Please respond to this item if you are no longer a student at this college.

Listed below are some academic, employment, financial, and personal reasons why a student might leave college. To what extent were these your reasons for leaving this college? (Check as many as apply.)

- 43 ☐ a. Achieved educational goal
 44 ☐ b. Changed educational goal
 45 ☐ c. Scheduling conflict between job and studies
 46 ☐ d. Went into military service
 47 ☐ e. Program or courses not available at this college
 48 ☐ f. Dissatisfaction with program
 49 ☐ g. Unsure about my choice of major
 50 ☐ h. Found courses too difficult
 51 ☐ i. Dissatisfied with quality of teaching
 52 ☐ j. Transferred
 53 ☐ k. Financial aid was not sufficient
 54 ☐ l. This college was too expensive
 55 ☐ m. Personal/marriage

H. If you are no longer a student at this college, look at the above list and select the three most important reasons why you did not return to this college. (List, in order of importance, the appropriate letter [a, b, c, etc.] in the boxes below.)

- 56 First ☐
 Second ☐
 Third ☐

OVER

EMPLOYMENT

Check one answer for each question.

I. Your current employment status:

- 59 ☐ 1. Employed part-time
☐ 2. Employed full-time
☐ 3. Unemployed and seeking a job
☐ 4. Unemployed and not seeking a job

If you are currently unemployed, skip to item N.

J. Did you hold this same job while attending the community college?

- 60 ☐ 1. Yes
☐ 2. No

K. Geographic location in which you are presently employed.

- 61 ☐ 1. Same county/city as this community college
☐ 2. Other county in Maryland
☐ 3. Baltimore City
☐ 4. Washington, D.C.
☐ 5. Delaware
☐ 6. Pennsylvania
☐ 7. Virginia
☐ 8. West Virginia
☐ 9. Other state

L. Relationship between your program at this community college and your job.

- 62 ☐ 1. Program directly related to job
☐ 2. Program somewhat related to job
☐ 3. Program not at all related to job

M. Did your educational program at this community college assist you in:
Increasing your theoretical understanding required for your job?

- 63 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

Increasing your abilities to perform skills required by your job?

- 64 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

Obtaining your job?

- 65 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

Obtaining salary increases and/or promotions?

- 66 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

TRANSFER

If you enrolled at another college since leaving this college, please respond to the following questions, even if you are no longer a student.

Check one answer for each question.

N. Indicate the type of institution to which you transferred.

- 67 ☐ 1. Another Maryland public community college
☐ 2. A public State college in Maryland
☐ 3. The University of Maryland
☐ 4. Maryland private four-year college or university
☐ 5. A private two-year Maryland college
☐ 6. Maryland technical or commercial school
☐ 7. Out-of-state four-year public college or university
☐ 8. Out-of-state four-year private college or university
☐ 9. Other out-of-state college or university

O. What was your enrollment status when you enrolled in the institution indicated above.

- 68 ☐ 1. Part-time
☐ 2. Full-time

P. Indicate your overall grade point average at the transfer institution (based on a 4-point scale).

- 69 ☐ 1. Less than 2.0
☐ 2. 2.0-2.4
☐ 3. 2.5-2.9
☐ 4. 3.0-3.4
☐ 5. 3.5 and over

Q. To what extent was your curriculum program at this community college related to your major at the transfer institution?

- 70 ☐ 1. Directly related
☐ 2. Somewhat related
☐ 3. Not related

R. How satisfied were you with your preparation for transfer?

- 71 ☐ 1. Extremely satisfied
☐ 2. Satisfied
☐ 3. Unsatisfied

S. How many credit hours earned at this community college were not accepted at the transfer institution?

	No. Credits	
	Lost	Reasons
72	_____	None
73-74	_____	Low grades
75-76	_____	Changed major/course not acceptable for program entered
77-78	_____	Tried to transfer more than 64 credit hours
79-80	_____	Other, please specify

THANK YOU FOR YOUR ASSISTANCE

EMPLOYMENT

Check one answer for each question.

I. Your current employment status.

- 59 ☐ 1. Employed part-time
☐ 2. Employed full-time
☐ 3. Unemployed and seeking a job
☐ 4. Unemployed and not seeking a job

If you are currently unemployed, skip to item N.

J. Did you hold this same job while attending the community college?

- 60 ☐ 1. Yes
☐ 2. No

K. Geographic location in which you are presently employed.

- 61 ☐ 1. Same county/city as this community college
☐ 2. Other county in Maryland
☐ 3. Baltimore City
☐ 4. Washington, D.C.
☐ 5. Delaware
☐ 6. Pennsylvania
☐ 7. Virginia
☐ 8. West Virginia
☐ 9. Other state

L. Relationship between your program at this community college and your job.

- 62 ☐ 1. Program directly related to job
☐ 2. Program somewhat related to job
☐ 3. Program not at all related to job

M. Did your educational program at this community college assist you in:
 Increasing your theoretical understanding required for your job?

- 63 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

Increasing your abilities to perform skills required by your job?

- 64 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

Obtaining your job?

- 65 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

Obtaining salary increases and/or promotions?

- 66 ☐ 1. Yes
☐ 2. No
☐ 3. Not applicable

TRANSFER

If you enrolled at another college since leaving this college, please respond to the following questions, even if you are no longer a student.

Check one answer for each question.

N. Indicate the type of institution to which you transferred.

- 67 ☐ 1. Another Maryland public community college
☐ 2. A public State college in Maryland
☐ 3. The University of Maryland
☐ 4. Maryland private four-year college or university
☐ 5. A private two-year Maryland college
☐ 6. Maryland technical or commercial school
☐ 7. Out-of-state four-year public college or university
☐ 8. Out-of-state four-year private college or university
☐ 9. Other out-of-state college or university

O. What was your enrollment status when you enrolled in the institution indicated above.

- 68 ☐ 1. Part-time
☐ 2. Full-time

P. Indicate your overall grade point average at the transfer institution (based on a 4-point scale).

- 69 ☐ 1. Less than 2.0
☐ 2. 2.0-2.4
☐ 3. 2.5-2.9
☐ 4. 3.0-3.4
☐ 5. 3.5 and over

Q. To what extent was your curriculum program at this community college related to your major at the transfer institution?

- 70 ☐ 1. Directly related
☐ 2. Somewhat related
☐ 3. Not related

R. How satisfied were you with your preparation for transfer?

- 71 ☐ 1. Extremely satisfied
☐ 2. Satisfied
☐ 3. Unsatisfied

S. How many credit hours earned at this community college were not accepted at the transfer institution?

	No. Credits Lost	Reasons
72	_____	None
73-74	_____	Low grades
75-76	_____	Changed major/course not acceptable for program entered
77-78	_____	Tried to transfer more than 64 credit hours
79-80	_____	Other, please specify

THANK YOU FOR YOUR ASSISTANCE

1978 ENTRANT FOLLOW-UP STUDY
MARYLAND COMMUNITY COLLEGES
Format for College-Provided Data Elements

<u>Columns</u>	<u># Characters</u>	<u>Information</u>
1-4	4	Abbreviated college FICE code (see reverse)
5-10	6	Program number for <u>exiting</u> curriculum area - six-digit HEGIS number See SBCC Program Inventory 49xx-xx Transfer Programs 5xxx-xx Occupational Programs 9099-01 Undeclared Programs
11-13	3	Credit hours earned (whole credits; no decimal)
14	1	Highest degree received at community college 1 = AA 2 = Certificate 5 = None
15-17	3	Overall cumulative grade point average (decimal assumed between columns 15 and 16, e.g., 346 represents 3.46)
18	1	Currently enrolled at community college 1 = Yes 2 = No 0 = Unknown
19-27	9	Student ID number (for college use only; can be blank; will not be read into SBCC file)
28	1	Sex 1 = Male 2 = Female 0 = Unknown
29-30	2	Year of birth (last two digits)
31,	1	Race 1 = Black 2 = American Indian 3 = Asian 4 = Hispanic 5 = White 6 = Foreign 7 = Other 0 = Unknown

1978 Entrant Follow-Up Study
Format for College-Provided Data Elements
Page 2 of 2

- | | | |
|----|---|---|
| 32 | I | Entry Goal |
| | | (1) Take course without working towards a degree or certificate |
| | | (2) Certificate |
| | | (3) AA degree |
| | | (0) Unknown/Not Available |
| 33 | I | Reason for Attending |
| | | (1) Exploration of new career or academic areas |
| | | (2) Preparation for immediate entry into a career |
| | | (3) Preparation for transfer to a four-year institution |
| | | (4) To update skills for a job I currently hold |
| | | (5) For interest and self-enrichment |
| | | (6) Other |
| | | (0) Unknown/Not Available |

NOTE: This information should be provided in a way that can be keypunched for each respondent by the SBCC. Typically, this means printing 33 characters on the mailing label that carries the student's name and address.

SBCC:DMcC:2/5/82

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

JUL 22 1983